FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: _Physics & Astronomy/Lecturer_
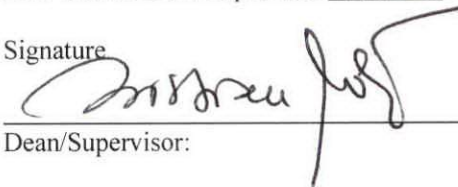
Digitally signed by David R. Klassen
Date: 2018.12.05 10:36:15
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Department Chair: _David Klassen_
       Print   Signature

Academic Year (circle):   15-16   16-17   17-18   (18-19)   19-20

Date Sent to Dean/Supervisor: _7/30/2018_

Signature _____ Date _12/14/2018_   Approved (Y) P / N
Dean/Supervisor:

Add'l Admin: _____   _____   Y / P / N

_____   _3/17/19_   (Y) P / N
Provost/designee:

_____   _____   Y / P / N
President/designee:

Y = Approved	P = Approved pending modifications	N = Not approved

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE: **DATE**

Departmental approval, sent to Dean/Supervisor: **September 25 (earlier if possible)**

Dean provides feedback regarding criteria   **October 9**

Final administrative approval and forwarding to Senate, **November 1**
Department, and Dean

DEPARTMENT OF PHYSICS AND ASTRONOMY

NON-TENURED TEACHING FACULTY RECONTRACTING GUIDELINES
July 30, 2017

STATEMENT OF TERMINAL DEGREE

The terminal degree for non-tenured teaching faculty in the Department of Physics and Astronomy is the masters (M.S. or M.A.) degree.

WEIGHTING OF EVALUATION CRITERIA

The four areas to be assessed in detail for each non-tenured teaching faculty requesting recontracting, and the weighting percentages for these areas, are Teaching Effectiveness—50%, Professional Development—20%, Contribution to the University Community and Contribution to the Wider and Professional Community—30% for the last two together.

Scholarly & Creative Activity for non-tenured teaching faculty shall consist of professional development and maintaining currency in their teaching field. Service includes contribution to the department, college, and university communities as well as contribution to the wider and professional community. If the interests of a non-tenured teaching faculty member suggest that these percentages should be changed, then a plan that offers an alternative set of percentages with justifications may be submitted for approval under the procedures established in the Memorandum of Agreement. In no case will Teaching Effectiveness be reduced below 50%.

The following pages describe the departmental interpretation of these criteria.

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CRITERIA FOR EVALUATING TEACHING EFFECTIVENESS

Teaching is the primary function of non-tenured teaching faculty. Non-tenured teaching faculty members are expected to facilitate learning, manage instruction, and supervise students (See Appendix A §1.1 of the Recontracting & Tenure Memorandum of Agreement). They must also develop learning activities, develop as a teacher, and mentor student activities. The evaluation procedure will include classroom and/or laboratory peer observations, student evaluations, course content, advising activities, and a statement by the non-tenured teaching faculty member which includes a self-assessment and a professional development plan.

PEER CLASSROOM AND/OR LABORATORY OBSERVATIONS ASSESS:
- Mastery of subject matter discussed
- Interactions with students: rapport, sensitivity to students' difficulties, impartiality, respect, appropriate humor, flexibility, and avoidance of hurtful sarcasm.
- Classroom/Laboratory presence: awareness of physical conditions in classroom, avoidance of distracting behavior and mannerisms, awareness of students as a group and as individuals, enthusiasm for subject taught, and interest generated in subject matter.
- Organization and technique: development of presentation, board work and use of other teaching aids, planning of assignments and in-class activities or lab experiments, encouragement and handling of questions from the class, ability to stimulate thinking, flexibility in use of techniques and materials, and use of illustrative examples.

USE OF STUDENT EVALUATION DATA AND RESPONSE
- The department uses the online, 5-point Likert-scale, student evaluation form and standard procedures for deployment and reporting. The exact survey questions used are available to the candidate prior to being used. The department as a whole periodically reviews and updates the question form as necessary.
- It is recognized that students are, in general, non-experts in the field of teaching and so evaluations are considered a feedback mechanism rather than an assessment of the candidate's teaching ability. As such, candidates will provide a feedback response to the evaluations and free responses to all those evaluation items that received a median score of less than 4.

EVALUATION OF COURSE CONTENT
- Syllabi should reflect the Department's collective decisions concerning multi-section courses. Such decisions may include items such as curricular content, laboratory experiences, texts, and goals.
- Learning activities should have a clear relationship to course and program goals.
- Learning outcomes assessment tools should be appropriate. Such tools might include, but are not limited to, the following: exams, tests, quizzes, papers, reports, projects, lab notebooks, presentations, and portfolios.

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EVALUATING THE DEVELOPMENT OF LEARNING ACTIVITIES
- The candidate will do a self-assessment of these efforts detailing course revisions, new materials and exercises, new types of activities, updating course syllabi, updating and developing new curricula, development of assessment tools for learning outcomes, and other aspects that the candidate thinks constitute development.
- Submission of documentation supporting these efforts is necessary. Documentation may include, but is not limited to: descriptions of activities, new course syllabi, details of curricular changes, student handouts, assessment tools, computer assignments, etc.

EVALUATING DEVELOPMENT AS A TEACHER
- The candidate will do a self-assessment of these efforts including attendance/participation in development activities and learning communities of the University, region, and world, maintenance of currency in coursework and pedagogical practices, demonstrated acquisition, trial use, and sharing of knowledge of new pedagogical techniques and knowledge within the non-tenured teaching faculty member's field of expertise, to help meet the department's mission and goals.
- Submission of documentation supporting these efforts is necessary. Documentation may include but is not limited to: description of activities attended, letters of support from collaborating faculty, descriptions of new knowledge acquired and how it was applied to courses.

EVALUATING MENTORING
- The candidate will do a self-assessment of his/her mentoring responsibilities.
- Student input may be sought through soliciting free-form prose evaluations from selected mentees. The students to be evaluated will be selected from the record of meetings with students provided by the candidate.

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CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

Each non-tenured teaching faculty member is expected to maintain currency within his/her chosen field of expertise or teaching—to be able to instruct students in the current state of the art in their area of expertise and to use modern pedagogical and technological tools and methods to do so. The administration recognizes that engaging in fundamental or applied research activities is one way to stay current, but the research itself is not the goal, but rather one possible mechanism towards achieving the goal of maintaining currency. We recognize that such development cannot take place without continued work and scholarship in those areas. We fully expect that such efforts will clearly enhance the Department's mission of providing students an excellent education.

Candidates should address any and all such professional development activities, and plans for future growth, within the written self-appraisal. Any evidence of professional development may be placed within the Supplemental Folder.

Professional Development Activities:
- Participating/presenting in professional conferences and/or workshops on teaching technology, teaching and learning processes, or teaching techniques
- Participating/presenting in professional conferences within their field of expertise
- Publishing results of the work above in appropriate journals
    - Peer-reviewed volumes and monographs also fall into this category.
    - The department does not use metrics (such as impact factor, which has no real value for making such assessments) to set any minimum standards of significance for a peer-reviewed venue. The candidate should provide a brief discussion of the quality and appropriateness of the journals and/or other venues for publication.
    - While the candidate need not be the primary author on all publications, the candidate should be making original contributions appropriate for an independent researcher. In many cases, the candidate's authorship will adequately convey the significance of the candidate's contributions, e.g., if the candidate is the sole, lead, or (in the case of publications where a student in the candidate's lab is the lead author) last author. In those cases where authorship alone does not indicate the candidate's contributions, the candidate's role in the production of the publication and the science behind it should be discussed.
    - It is clear that these two points (venue impact and contribution level) are not mutually exclusive and that high impact venues have a bias towards research that "tells a good story" over work that progresses the science in an iterative way. As such, the department values primary authorship in lower impact, more discipline focused, venues equally as well as non-primary authorship in higher impact, wider-focused venues.

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- Writing and submitting proposals for internal funding of development activity
- Writing and publication (by commercial or academic off-campus publishers) of chapters for science literature review manuscripts, science textbooks, laboratory manuals or academic/scientific computer software
- Mentoring research students in projects, especially those that lead to publication or presentation by the student at scientific meetings. Evidence of student mentoring includes formal inclusion of students in scientific pursuits, either for credit or for pay, participation of students in presentation of research at institutional or extramural scientific conferences, and student authorship on peer-reviewed publications.
- Contributions towards departmental instructional improvement based on science education research (e.g., new courses, demonstrations, laboratory experiments, visual aids, application of computers, developing new software) with appropriate assessment thereof

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CRITERIA FOR EVALUATING CONTRIBUTION TO THE UNIVERSITY COMMUNITY

The following activities are considered in judging the contributions of a candidate. Candidates should address any and all such activities within the written self-appraisal. Any evidence of service (letters of participation from committee chairs, copies of syllabi from new courses, etc.) may be placed within the Supplemental Folder.

- Active participation in the regular business of the Department, e.g.:
  - Coordinating introductory courses
  - Coordinating introductory lab instruction
  - Supervising, evaluating, and/or mentoring adjunct
  - Coordinating peer advising program
  - Liaison for advising with University Advising Program
- Service on Departmental Committees (regular or ad hoc)
- Service on College Committees (regular or ad hoc)
- Service on University Committees (regular or ad hoc)
- Development of new programs
- Strong involvement with student clubs and club activities
- Participation in student-related activities

CRITERIA FOR EVALUATING CONTRIBUTION TO WIDER AND PROFESSIONAL COMMUNITY

The following activities are considered in judging the contributions of a candidate to the wider and professional community. Candidates should address any and all such activities within the written self-appraisal. Any evidence of service may be placed within the Supplemental Folder.

- Active participation in professional societies, including chairing of significant committees and organizing or presenting workshops and symposia
- Attendance at professional society meetings and conferences
- Membership in professional societies
- Business, industrial and public body consultancies where the individual's professional expertise is a requisite for appointment, including grant review panels, reviewing of textbooks or journal manuscripts, and reviewing of academic science programs at other institutions
- Participation in outreach activities to elementary, middle and high schools such as speaking to classes, demonstrations, judging science fairs, etc.

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ROLE OF THE DEPARTMENT CHAIR

In the Department of Physics and Astronomy, the chair is involved in the evaluative process as a voting member of the department Tenure and Recontracting Committee.

PROCEDURE FOR COLLECTING STUDENT EVALUATIONS

The Department of Physics and Astronomy uses an online form. Collection of the data is usually done during a class period by having another faculty member administer/proctor the students as they login and complete the survey while the course instructor is out of the room but may, at candidate's option, be open to students to complete on their own time outside of class. Processing of the data is done automatically by the online system and results are sent, in a non-editable document format, to the instructor. These procedures comply with the rules of the master contract and local T&R rules. The candidate only receives aggregate results and does not see the results until after grades have been submitted. All free-form student comments are included in the analysis given to the candidate.